

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Arlington School District
Accountability Review - Monitoring Report 2011-2012**

Team Members: Chris Sargent, Team Leader; Joan Ray, Lori Wehlander, Team Members

Dates of On Site Visit: September 21st, 2011

Date of Report: October 11, 2011

All non-compliance must be corrected within 1 year of this report date. Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
-

State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

1. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:25:03.01 Evaluation defined. Evaluation means the procedures used in accordance with this chapter to determine whether a child is a child with a disability and to determine the nature and extent of the special education and related services that the child needs.

Corrective Action:

<p>Prong 1: Correct each individual case of noncompliance (Briefly describe the issues found surrounding this ARSD)</p> <p>To determine eligibility under the category of Autism (560) the areas of ability, achievement, language, adaptive behavior, behavior, observation and autism (specific instruments) must be assessed.</p>
<p>File Number(s) (List all file numbers and the issues associated with each file)</p> <p>File #3: Consent was received to administer evaluation in this area however there was no evidence a language evaluation was conducted. Transition evaluation was conducted with no evidence of a transition report to support information in the present levels of academic achievement and functional performance (PLAAFP).</p>
<p>Required Action: (Describe the action steps the district must take to correct each file)</p> <p>File #3: The district must initiate reevaluation procedures to gather data in all required areas for the purpose of determining continued eligibility for this student.</p>
<p>Data To Be Submitted: (Describe the specific data that must be submitted for each file)</p> <p>File #3: The district must submit a copy of the following:</p> <ol style="list-style-type: none">1. prior notice/consent for reevaluation2. All evaluation reports used for determining continued eligibility3. Eligibility determination document4. Prior notice for the meeting5. Individual education program
<p>Timeline for Completion: (Document the specific date by which the district must have all individual corrections made and documentation submitted to the team leader)</p> <p>November 15th, 2011</p>

<p>Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u>.</p>
<p>Required Action: (Describe specifically, who and what steps must be taken by the district to verify continued compliance with the ARSD)</p> <p>For initial evaluations or reevaluations the district must determine the category of disability under which the student(s) will be evaluated. The prior notice consent must include all required areas of evaluation according the South Dakota Eligibility criteria. Evaluations must be administered in all areas required for determining eligibility and a written report developed.</p>
<p>Data To Be Submitted: (Describe specifically, what data and by whom must be submitted to verify continued compliance with the ARSD)</p> <p>The district must submit a copy of the following for two students who have been initially evaluated or reevaluated to ensure all areas are assessed according to their identified eligibility category:</p> <ol style="list-style-type: none">1. prior notice/consent for reevaluation2. All evaluation reports used for determining continued eligibility3. Eligibility determination document

Target Date for Completion: (Document the specific date by which the district must verify continued correction and submitted documentation to the team leader.

December 30th, 2011

All non-compliance must be corrected within 1 year of this report date.

Date:

Status Report:

2. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

Prong #1 - Indicator #16: Complaint

A complaint was filed against the Arlington School District by South Dakota Advocacy on behalf a specified student/family. The complaint was withdrawn on October 27th, 2010 with the following agreements:

1. There will be an IEP meeting with the state facilitator at a mutually agreed upon time and place.
2. Stay-put placement will be the 10-2009 IEP with addendums.
3. SDAS staff will attend the IEP meeting in person or by teleconference.

Special Education Programs provided an IEP meeting facilitator to assist the district and family complete the IEP process. The meeting was held on December 22, 2010. An IEP was successfully developed and services implemented by the Arlington School District.

Prong #2: Verification

A thorough review of student file #4 and interview was conducted with the special education teacher and district Superintendent. The IEP is being implemented as written and was developed to provide educational benefit based upon the student's needs. All evidence supports continued compliance with IDEA and Administrative Rules of South Dakota.

State Performance Plan – Performance Indicators

Indicator 3 – Participation/Performance on Assessment

A-Percent of districts meeting the State's AYP objectives for progress for disability subgroup

B -Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C-Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

District Policy, Procedure and Practice: Reading:

B) Did the district meet the participation target for the subgroup of students with disabilities in the statewide assessment?

State Target: 92.2% or higher

District Rate: 100%

The Arlington School District was able to meet this performance indicator because of the following:

1. Arlington students who qualify for the alternative assessment as based upon the criteria set for on the DOE website are assessed through this process.
2. Arlington students who are on IEPs by who so not qualify for the alternative assessment are assessed within the regular classroom with accommodations based upon the information written I their IEPs.
3. The Arlington district begins with assessment process shortly after the test window opens so that all students are able to complete the testing required.

District Policy, Procedure and Practice: Math:

C) Did the district meet the proficiency target for the subgroup of students with disabilities in the statewide assessment?

Grades K –8: State Target 72% or higher

Grades 9 – 12: State Target 54% or higher

District Rate: 59% = 2010 63% = 2011

1. Arlington students who qualify for the alternative assessment as based upon the criteria set forth on the DOE website are assessed through this process. Depending on the individual needs of the student his/her instruction

is a combination of inclusion and appropriate pull-out practices.

2. All classroom teachers will continue to incorporate researched based instructional strategies such as real life problem solving applications, hands-on activities manipulatives, and technology applications based on the SD standards as well as the extended standards.
3. We will provide information to parents of special education students on how to help their child succeed in school by providing brochures on the content standards, testing, transitioning, etc., and a variety of parent involvement activities.
4. We will continue to use a consultant to assist district with data analysis and the development of professional development. Professional development will be in the areas of technology integration, common core standards, and 21st Century Skills.